

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Fall 9-1-2008

SW 360.01: Social Work Intervention Methods II

James Caringi

University of Montana, Missoula, james.caringi@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Caringi, James, "SW 360.01: Social Work Intervention Methods II" (2008). *University of Montana Course Syllabi*. 12054.

<https://scholarworks.umt.edu/syllabi/12054>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

<p>Social Work 360 Autumn 2008 SW Intervention Methods II Groups and Communities Tuesday & Thursday 9:10-11am</p>	<p>James Caringi, Ph.D., M.S.W. 109 Rankin Hall (406) 243-548 (581) 817-3030 (Cell) Office hrs T.B.A & By Appt. james.caringi@umontana.edu</p>
--	--

The difficult-----I'll do right now. The impossible-----will take a little while.--sung by Billie Holiday: lyric by Bob Russell

COURSE OVERVIEW:

Group work and community practice have been essential components of social work throughout history. They were key parts of early social work efforts to both change oppressive social conditions and promote democratic participation. Groups have been used to strengthen individual skills and capacities, enhance organizational functioning, improve quality of community life, and to advocate for just social policies, institutions, and practices.

Most social work group practice occurs in organizational settings, requires collaboration with others, and is shaped by community context. Further, the problems confronting individuals and groups cannot be effectively understood or addressed outside the larger contexts in which they occur. Personal struggles are intimately tied to social issues of poverty, inequality, violence and discrimination. Group processes of critical reflection, power analysis and participatory planning, action, and evaluation provide an important bridge between personal struggles and public issues.

Effective social work practice calls for effective group participation, leadership skills, and engagement in social change efforts. It is through ongoing learning and teaching of the skills of group work and community practice that we craft spaces for collaborative action and we create opportunities for people to participate in the decision-making that affects their lives.

COURSE CONTENT:

In this course we will explore the dynamic relationship between personal and social change and examine the opportunities for change through group and community practice. Course materials and assignments will focus on principles and processes of group work, leadership, skills and strategies for community assessment, participation and change. Class members will put knowledge and skills into practice and experience the potential of both individual and social change through the use of mutual aid and community action groups.

Students will have hands-on opportunities to develop skills in group leadership and facilitation. Lessons for practice will be drawn from case studies, set in diverse historical, political and cultural contexts that document group and community efforts to change oppressive social conditions and promote social justice. Students will be learning from and teaching one another as they develop and participate in groups that promote individual and community change.

RELATION TO OTHER COURSES:

This course is the third in a series of generalist practice courses. It introduces students to work with groups, organizations and communities, and explores the relationship between individual and societal change.

BSW PROGRAM OBJECTIVES RELATED TO THE COURSE

- Obj. 1 Apply critical thinking skills within the context of professional social work practice
- Obj. 2 Understand the value base of the profession and its ethical standards and principles, and practice accordingly
- Obj. 3 Understand the forms and mechanisms of oppression/discrimination and apply strategies of advocacy and social change that advance social and economic justice
- Obj. 4 Practice without discrimination and with respect, knowledge and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation
- Obj. 5 Demonstrate understanding of the history of the social work profession and its contemporary structures and issues
- Obj. 6 Apply the knowledge and skills of generalist social work practice with systems of all sizes, while exhibiting effective practice in a range of professional social work roles
- Obj. 7 Use theoretical frameworks supported by empirical evidence to understand and apply to practice individual development and behavior across the life span and the interactions among individuals and families, groups, organizations and communities
- Obj. 8 Demonstrate the ability to analyze, formulate, and influence social policies, including understanding the connections between social problems and social policies
- Obj. 10 Use communication skills differently across client populations, colleagues, organizational settings and communities
- Obj. 11 Use supervision and consultation to promote effective social work practice
- Obj. 12 Demonstrate appropriate professional, ethical conduct within practice settings and contribute to positive organizational maintenance, development and change
- Obj. 13 practice the skills of the generalist social worker in rural settings and underserved areas of the Rocky Mountain West

COURSE OBJECTIVES:

Upon successful completion of the course students will be able to:

- Discuss the relationship of group and community practice to an empowerment approach to generalist social work.
- Describe elements of the mutual aid group process.
- Define leadership and the skills identified as contributors to effective leadership development.
- Demonstrate knowledge of group process, group decision-making, and the impact of power and authority on individual and group dynamics.
- Identify and practice skills of mutual aid group work including group formation, assessment and planning, group development and intervention and evaluation and termination.
- Identify and practice skills needed to initiate and facilitate community action groups engaged in assessment and planning, implementation and evaluation of community based projects.
- Demonstrate knowledge of six strategies of community changes: mass mobilization, social action, citizen participation, public advocacy, popular education, and local services development.
- Describe how historical, cultural, political and economic factors impact the community context, public attitudes, available resources and the decision making processes of community based groups.
- Discuss the relationships of factors such as; race, ethnicity, gender, social class, sexual orientation, and age to the development and facilitation of small groups and to the implementation of community change efforts.
- Describe and practice a collaborative process of needs assessment and data gathering through which those affected by the identified problem have a meaningful voice in understanding and changing the situation.
- Develop guidelines for organizing with diverse populations.
- Make connections between local and global issues by identifying lessons learned from community change in an international context and considering their potential for local problem solving.
- Discuss how the values and ethics of the social work profession (i.e. respect for human diversity, social justice, self determination and equality) influences the development and implementation of intervention strategies with groups and communities.
- Identify evaluation methods for assessing the effectiveness of intervention efforts with groups and communities.

COURSE REQUIREMENTS:

Required Texts:

Toseland, R. & Rivas, R. (2009). *An introduction to group work practice*, (6th ed.). Boston, Mass., Pearson Education, Inc.

Homan, Mark (1999). *Promoting Community Change: Making It happen in the Real World* (4th Ed.). Pacific Grove, CA: Brooks/Cole Publishing.
(Bundle: + Rules of the Game: Lessons from the Field of Community Change)

Attendance:

Daily attendance is mandatory. This class includes group work in which participation is required. Student involvement in classroom discussions, group work and presentations is essential and invaluable. Missing more than 2 classes will

Academic Misconduct:

Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University of Montana. All students need to be familiar with the Student Conduct Code. The Code is available for review online at www.umt.edu/SA/VP/SA/index.cfm/page/1321

Disability Accommodation:

Students with disabilities who wish reasonable accommodations should notify UM Disability Services and present documentation of accommodations needed to the instructor.

Grading:

Group Proposal	20
Facilitator paper-due one week post facilitation	10
Action Group Portfolio	10
Action Group Case Study and Presentation	20
Midterm, Wednesday, February 27	20
Final, Monday	20
Total Points	100

Grading Scale:

Per University Policy A-E grading (utilizing plus and minus) will be used.

A	95-100	C-	70-72
A-	90-94	D+	68-69
B+	87-89	D	66-67
B	83-86	D-	65
B-	80-82	E	64 and below
C+	77-79		
C	73-76		

COURSE SCHEDULE:

August 26

1. Course overview, introductions
2. Introduction to group work

August 28

1. Course overview, introductions
2. Introduction to group work

Readings:

Toseland-An Introduction to Group Practice
Chapter 1, 2, 3

September 2

1. Ethical and Legal Issues in Group Counseling
2. Roles and Techniques of Group Leaders

Readings:

Toseland-An Introduction to Group Practice
Chapter 4, 5, 6

September 4

1. Discussion of Assignment #1
2. The Group Counselor: Person and Professional

Readings:

Toseland-An Introduction to Group Practice
Chapter 7, 8

September 9

1. Stages of a Group, Mutual Aid Groups
2. Issues, creating trust, clarifying goals

Readings:

Toseland-*An Introduction to Group Practice*
Chapter 9, 10, 11, 12

September 11

1. Techniques for the initial stage of group
2. Preparation for groups/discussion of facilitator assignment

Readings:

Toseland-*An Introduction to Group Practice*
Chapter 13, 14, 15

September 16

1. Communication and techniques for transition Stage of group
2. Mutual Aid Group #1 Facilitators _____

Readings:

Selected articles on group work

September 18

1. Working Stage of group: the Mandated Client/Difficult Personalities in group work
2. Mutual Aid Group # 2, Facilitators, _____

Readings:

Selected articles on group work

September 23

GUEST Lecture - Ryan Tolleson-Knee (Jim traveling for presentation and research)

Readings:

Selected articles on group work

September 25

1. Transition stage of group
2. Mutual Aid Group #3 Facilitators _____

Readings:

Selected articles on group work

September 30

1. Ending group techniques/midterm review
2. Mutual Aid Group #4 Facilitators_____

***** ASSIGNMENT #1 Due *****

Readings:

Group Readings Review

October 2

***** LEARNING ASSESSMENT 1 *****

1. Mutual Aid Group #5 Facilitators_____

October 7

1. Introduction to community organizing
2. Mutual Aid Group # 6 Facilitators_____

Readings:

**Homan-Promoting Community Change, making it happen in the real world
Chapters 1,2,3,4**

October 9

1. Theoretical frameworks for community change
2. Mutual Aid Group #7 Facilitators_____

Readings:

**Homan- Promoting Community Change, making it happen in the real world
Chapters 5, 6, 7, 8**

FORM COMMUNITY ACTION GROUPS

October 14

1. Knowing the Missoula community
2. Brainstorming for community action projects

Readings:

**Homan- Promoting Community Change, making it happen in the real world
Chapters 9, 10, 11**

October 16

1. Speaker, LaNette Diaz-Neighborhood Council Liaison
2. Selection of community action projects

Readings:

**Homan- Promoting Community Change, making it happen in the real world
Chapters 12, 13**

October 21

Readings:

Homan- *Promoting Community Change*, making it happen in the real world
Chapters 14, 15, 16

October 23

1. Power, People and Resources
2. Community Action Groups

Readings:

Selected articles on community organizing

October 28

1. Effective planning
2. Community Action Groups

Readings:

Selected articles on community organizing

October 30

1. Strategies and tactic
2. Community Action Groups

Readings:

Selected articles on community organizing

November 4

No Class - Election Day. Vote!

November 6

1. Strategies and tactic
2. Community Action Groups

Readings:

Selected articles on community organizing

November 11

Veteran's Day - No Class.

November 13

1. Marketing/fundraising
2. Community Action Groups

Readings: Selected articles on community organizing

November 18

1. Organizations and Change
2. Community Action Portfolios

Readings:

Selected articles on community organizing

November 20

1. Speaker/Jean Jenkins-Community medical Foundation
2. Community Action Groups

Readings:

Selected articles on community organizing

November 25

1. Lobbying for Change
2. Community Action Portfolios

November 27

Thanksgiving- No Class.

December 2

1. Community Action Portfolios
2. Community Action Portfolios

***** Assignments 3 & 4 DUE *****

December 4

1. Community Action Portfolios
2. Community Action Portfolios

***** Assignments 3 & 4 DUE *****

LEARNING ASSESSMENT 2 - TBA

ASSIGNMENTS:

ASSIGNMENT 1: GROUP PROPOSAL FOR AN AGENCY (20 points)

Due: September 30

Students will write a detailed proposal for a group under the auspices of an agency. The 8-12 paper will be written in APA and include references and a title page. The paper should include a review of the most current professional literature which supports your proposal. The proposal section of the paper should draw from class reading assignments and other relevant outside sources. It should be a well-developed proposal, which could be presented to the agency for consideration.

Five general areas will be addressed:

1. Who: the population to be served
2. What: type of group: ongoing/closed, psycho educational, support, therapeutical etc. Is the group voluntary or involuntary?
3. Where: location, type of room
4. When: time, and dates of group
5. How: funding, marketing, screening of participants

Use the following guidelines for writing a clear proposal:

- Rationale- Do you have a clear and convincing rationale for your group? Who is the population you will serve? Are you able to answer questions that might be raised? (20 %)
- Type of group-ongoing/closed, psycho educational, support, therapy, etc. Is the group voluntary or involuntary? Why or why not? (10 %)
- Goals and Objectives- Are you clear about what you most want to attain and how you will go about doing so? Are your objectives specific, measurable, and attainable within the specified time? (20 %)
- Practical considerations- Is the membership defined? Are the meeting time, frequency of meetings and duration of the group reasonable? Where and what type of room are you using? (10 %)
- Procedures- Have you selected specific procedures to meet the stated objectives? Are these procedures appropriate and realistic for the given population? What type of screening procedures will you use? What about group rules? (20 points)

- Evaluation-does your proposal contain strategies for evaluating how well the stated objectives were met? Are your evaluation methods objective, practical, and relevant? **(20 points)**

ASSIGNMENT 2: GROUP FACILITATION PAPER (10 points)

Due: One week post- facilitation

Each student will write a 3-4 page paper, critiquing the group process and his/her facilitation skills. The paper is due one week after the student has served a facilitator for the mutual aid group. The paper should integrate course readings. The paper should include:

- The agenda constructed for the meeting/rationale for this agenda
- Indications of the stage of the group/cohesiveness, trust, etc
- Group dynamics/including difficult group members
- Assessment and critique of the student's facilitation skills
- Group process and difference (race, class, gender, sexual orientation, ability, etc. and impact on group development and effectiveness
- Specific knowledge and skills learned
- Challenges faced
- Lessons learned

ASSIGNMENT 3: SOCIAL ACTION GROUP PORTFOLIO (10 points)

Due: Week of December 2

The week of October 9th, students will form four groups for community action. Students will initially engage in brainstorming to select an area of concern. The groups will then assess the needs and possibilities, develop an action plan, and carry out a modest project in response to the identified concern. Given the limited time available the project needs to be realistic and achievable. One hour of class time will be used for action group meetings. However, students should expect to conduct group activities and project implementation outside of class.

Group members will build a portfolio documenting the group's activities. The portfolio should include:

- Minutes of the group meetings
- Log of group members' activities and contacts
- Action plan, timeline, and member responsibilities
- Summary of outside meetings and interviews
- Overview of group decision making processes
- Press release announcing the group's class presentation

Each group member will submit individual evaluations of all group members including a self-evaluation of their own work and contributions. Evaluation forms will be provided. The groups' evaluation of each individual participant will count toward the final grade.

ASSIGNMENT 4: SOCIAL ACTION CASE STUDY AND PRESENTATION (20 points)

Due: Week of December 2

Each group prepares a summary case study of their project.

The case study should include:

- an introduction and overview
- statement of the initial concerns
- assessment of need and possibilities
- summary of the action plan and how it would be implemented
- discussion of the group process (decision-making, leadership)
- discussion and evaluation of the outcome
- critical reflection on group effectiveness and pitfalls
- successes, challenges and surprises
- lessons learned for group and community practice
-

This paper should be no longer than eight pages. It should include relevant citations from course materials. Each action group will give a 20-30 minute class presentation on their project. Each group member will receive a grade for this project, based on the group portfolio, case study, presentation and evaluations from other group members.

Presentations will be scheduled during the last week of class.

LEARNING ASSESSMENTS 1 & 2 (20 points each)

Due: October 2 and T.B.A.

Two non-cumulative assessments will be given to determine student's knowledge acquisition. In order to do well, students must have competed and understand the reading through evidence of critical thinking.

Exact format of these assessments will be provided during the semester.